



The Application of Think Pair Share to Enhance Vocabulary Mastery

Syahrir L.¹, La Baba², Muh Tamrin³, Kamal⁴, Elihami^{5*}

¹ (Entrepreneurship Department, Universitas Muhammadiyah Sidenreng Rappang, Indonesia)

² (English Education Department, Universitas Muhammadiyah Sidenreng Rappang, Indonesia)

^{3,4} (Universitas Muhammadiyah Sidenreng Rappang, Indonesia)

⁵ (Universitas Muhammadiyah Enrekang, Indonesia)

* Corresponding Author. E-mail: ¹ syahrir.lau00@gmail.com

Receive: 13/08/2021

Accepted: 23/09/2021

Published: 01/10/2021

Abstrak

Tujuan penelitian ini adalah untuk melihat apakah menggunakan metode think-pair-share mampu meningkatkan penguasaan kosakata siswa. Pendekatan pra-eksperimental digunakan dalam penelitian ini. Populasi penelitian dilaksanakan pada siswa MA YMPI Rappang kelas XI (sebelas). Jumlah siswa dalam populasi adalah 65 (XI IPA=19, XI IPS 1= 24, XI IPS 2 = 22), dan dipilih satu kelas sebagai sampel menggunakan cluster random sampling. Kelas ini berjumlah 24 siswa (XI IPS 1). Tes kosakata adalah instrumen yang digunakan dalam penelitian ini. Hasil penelitian menunjukkan bahwa pre-test memperoleh nilai rata-rata 25,91, sedangkan post-test memperoleh nilai rata-rata 60.00. Hal ini menunjukkan bahwa nilai pre-test dan post-test berbeda secara signifikan. Nilai t-test (15,112) lebih tinggi dari nilai t-tabel (2,069). Ini menandakan bahwa H_0 ditolak dan H_1 dipilih. Penelitian ini menemukan bahwa pengajaran kosakata dengan menggunakan metode think-pair-share membantu meningkatkan pengetahuan kosakata siswa di antara siswa kelas sebelas MA YMPI Rappang.

Kata kunci: penguasaan kosakata; berpikir berpasangan, berbagi; model pembelajaran.

Abstract

The study's goal was to see if using think-pair-share to enhance students' vocabulary mastery was beneficial. The pre-experimental approach was used in this study. MA YMPI Rappang's population was in its second year. The total number of pupils in the population was 65 (XI IPA=19, XI IPS 1= 24, XI IPS 2 = 22), and one class was chosen as a sample using cluster random sampling. This class had a total of 24 students (XI IPS 1). The vocabulary test was the tool employed in this study. The findings of this research revealed that the pre-test received a mean score of 25.91, while the post-test received a mean score of 60.00. This revealed that the pre-test and post-test scores differed significantly. The t-test value (15.112) was higher than the t-table value (2.069). This signifies that H_0 was turned down and H_1 was chosen. The study found that teaching vocabulary utilizing the think-pair-share method helps improve students' vocabulary knowledge among MA YMPI Rappang second-year students.

Keywords: vocabulary mastery; think pair share; learning model.

Pendahuluan

The grammar of the language has been the primary emphasis of language

instruction. While grammar-translation approaches to language training provided a balanced diet of grammar and vocabulary,

audio-linguists advocated for a heavy focus on the acquisition of the language's underlying grammatical patterns. (Nunan, 1991).

Because a limited vocabulary in a second language makes it difficult to communicate effectively, vocabulary knowledge is often regarded as a crucial skill for second language learners. The relevance of language is illustrated daily both within and outside of the classroom. The high-achieving pupils have the most extensive vocabulary in the classroom (ALQAHTANI, 2015).

English has evolved as a school subject in Indonesia as a result of curriculum changes. English used to be taught from junior high to university, but it is now taught from kindergarten to university (Zein et al., 2020). English was a communication language that was used as the first worldwide language to communicate with people from all over the world. One of the most important aspects of learning English is expanding one's vocabulary (Syahrir et al., n.d.)

Such approaches are insufficient for achieving objective communication competence. To learn a language and use it as a means of communication, students must deal with the four language skills of listening, speaking, reading, and writing, as well as the sound structure and vocabulary of the language system. They should be able to combine these aspects into communication acts once they grasp these elements (Kurniasih, 2016).

The researcher focused on vocabulary as one of the English language components in this study. Allen (1997:149) explicitly states the significance of vocabulary in foreign language instruction: "Vocabulary is a crucial aspect in teaching words, sound system, structure, and other essential areas of language learning." As a result, the researcher came to the conclusion that is one of the most important vocabularies aspects of language to learn. The ability to communicate and transmit our demands for each of the four skills

could not be formed without a sufficient vocabulary. These media give language elements for pupils to use to develop their language skills. Furthermore, it has the potential to pique a student's interest in learning a foreign language, making the process less tedious and assisting them in acquiring the language more quickly. As a result, "mapping" can help kids improve their vocabulary, word comprehension, and understanding. Mapping can help English learners expand their vocabulary by allowing them to visualize and absorb many vocabularies at once. Our students may know and recall a large number of vocabularies, but this method can assist them in mapping and classifying the topics presented by the teachers. They will look for words ranging from the general to the specialized. (Smith, 1946)

Unfortunately, when executing the process of learning to teach English, the researcher frequently encountered students at MA YMPI Rappang, the school where she teaches, who were having difficulty achieving basic competency. It is caused by pupils' low understanding of English vocabulary, which interferes with their ability to achieve the purpose of teaching English. It was discovered that they are unable to practice their English because they frequently have difficulty understanding some words due to a lack of vocabulary knowledge, causing the process of obtaining basic competency to take longer.

In this study, the researcher intends to teach MA YMPI Rappang second-year students using the think pair share learning paradigm. A plenary conversation follows the Think Pair Share learning methodology. The Think Pair Share learning technique is made up of stages of thinking in which the teacher asks pupils questions or solves problems. Students are allowed to ponder for themselves at this point. Students and their partners debate the answers they acquired in the thinking stage after the pairing step. Then comes the sharing step, in which students present the outcomes of

their responses to the rest of the class. (Meilana et al., 2020).

CLT, or Cooperative Learning Model, includes it as one of the approaches. This strategy allows pupils to work independently as well as collaboratively with others. The benefit of this method is that it maximizes student participation. In another study related to this method is the improvement in speaking seen from other abilities. The goal of the teaching approach in the growth of students is to achieve learning objectives while also providing a pleasurable learning environment. It can also be used to assess the completeness of learning outcomes through the application of techniques or the selection of the most effective learning method. One method for teaching speaking is to employ the Think-Pair-Share method. It's all part of the process of cooperative learning. Students can answer the problem in pairs or as a group using the Think Pair Share technique. It will assist pupils in improving their speaking skills.. (Prasetya, 2019). This is what can motivate all students to answer problems in front of the class and demonstrate their engagement to the rest of the class.

Literature review

To enable primary school students to use English as a medium of communication, the program should emphasize the four language skills of hearing, speaking, reading, and writing. To achieve the goal, the teacher must match the materials, activities, and teaching strategies to the students' interests, needs, and levels of language proficiency. Furthermore, because one language skill process improves pupils' capacity to use the others, the four language skills should be taught separately. The ideas given in this paper are not a panacea for all challenges associated with teaching English to young learners. Some aspects of the principles may appeal to some students, while others may benefit from them more. As a result, English teachers must continue to

experiment with new concepts to meet the needs of their pupils (Kurniasih, 2016).

Think Pair Share is more effective than traditional learning in improving pupils' math proficiency. These technologies have the potential to significantly improve pupils' arithmetic achievement in junior high school. Think Pair Share cooperative learning has increased students' interest in actively learning mathematics with their colleagues. Students in traditional learning are more individualized and reserved. In the experimental class, students can learn to socialize while studying mathematics. They not only focus on their study, but they also share their mathematical knowledge with their teammates and classmates. As a result, students who participate in Think Pair Share learning become more engaged learners than those who participate in traditional learning. Teachers can use the Think Pair Share cooperative to increase student involvement in math lessons (Pradana, 2021).

In each cycle, students exhibited considerable increases in their speaking ability. In a spoken classroom, Think Pair Share had the most significant effects on students' self-confidence and motivation. Students were eager to participate in discussions, and during the third cycle, the teacher saw that more students volunteered to submit their work. However, the student desired to make further gains, particularly in terms of speech and grammar. Because of their pronunciation issues, some pupils nonetheless have minimal fear of speaking, according to the research. Students can convey their speech fluently with a minimal quantity of fillers after utilizing Think Pair Share. Students were also able to compose their sentences using relevant vocabulary. Overall, it has aided passive pupils in being more expressive in their presentation of thoughts and opinions in the classroom. Because the teacher simply assists pupils, this technique has allowed for greater peer teaching (Singh, 2020).

As seen by the students' vocabulary learning outcomes, which increased from 59.23 to 84.58, the Kahoot software boosted students' English Vocabulary performance, particularly on the theme of introducing themselves. In this case, the students were more motivated and enjoyed learning English, particularly vocabulary, through game-based applications (Kahoot); they loved to review the materials and complete the tasks assigned by the teacher at home using Kahoot, and they had more opportunities to collaborate with their friends in group activities (Mansur & Fadhilawati, 2019).

The goal of the study is to see if teaching vocabulary via color-coding improves students' vocabulary mastery. This is based on the problems that students had in the field, which was that they had trouble memorizing vocabulary, and in this case, the teacher must be creative to make the learning process more appealing, as evidenced by research findings that showed that color coding can improve students' vocabulary mastery (Nurdiansyah et al., 2019)

METHOD

The design of this research used pre-experimental with one group pre-test and post-test post-test design to know the student's vocabulary mastery. There were two variables in this research namely independent variable (X) and dependent variable (Y). The independent variable is the use of think pair and shares model learning role (X) and the dependent variable is the students' ability in vocabulary mastery (Y).

The paradigm design of the variable is revealed in figure 1 below:



Where:

X: Think Pair and Share model learning

Y: The Student's vocabulary mastery

All persons from whom data is collected are referred to as the population. In statistics, a group of people with specific features of interest in a study is referred to as a sample. Population statistics were not confined to a certain group of humans, but also included animals and other topics of interest. Johnson says the whole collection of goods or persons to whom the conclusion of a study is designed to apply (Suprijadi, 2016 in (Nurdiansyah et al., 2019)

The population of this research was 65 students from three classes of the Second year student of MA YMPI Rappang.

Table 3.2 Population (Second year of MA YMPI Rappang)

No	Class	Population
1	XI IPA	19
2	XI IPS 1	24
3	XI IPS 2	22
Total		65

The researcher applied probability sampling class XI IPS 1 with a random sampling technique. The process of selecting, simplifying, focusing, abstracting, and arranging data in accordance with the study's objectives, as well as describing the data research using tables as a tool for easy comprehension, is known as data analysis (Asrifan et al., n.d.). The sample is taken using a random sampling technique, which means that each person has a chance to be chosen as a sample. (Sugiyono: 2003: 74-78). (Pagar et al., 2015) A smaller circle at one school is sampled according to the scope of research and development, which can be national, provincial, or district-wide (Sukmadinata, 2005:174). (Mansur & Fadhilawati, 2019) The class was selected randomly. The number of the total sample was 24 students.

The research instruments in this research were vocabulary tests conducted to know how the students' scores after they

teach using the think pair share learning model. To complete and support data, the researcher did the observation, documents of the teaching-learning process.

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Data was collected using the following procedures::

1. Pre-test

- a) The researcher explained the test to the student.
- b) The researcher distributed the test to the student's prior ability and ask to answer the questions.
- c) The researcher evaluated the students.

2. Treatment

Following the pre-test, the researcher administered therapy to each group. It would take two weeks to complete four meetings. Each meeting is 90 minutes long.

3. Post-test

- a. The kids were given a set of vocabulary tests after the treatment.
- b. The researcher gave scores of the students' result test.

After administering a pre-test, the researcher administered therapy to the group. The treatment was given four times, with each appointment lasting 90 minutes. Think pair and share are used to treat the group. The group was treated with different topics namely: Verb, Adjective, Noun, and Adverb.

1. The researcher used think pair share to promote vocabulary knowledge in 1. The first meeting, students were asked to think one verb and then find a partner after that share the word to whole students in the class.

2. In the second meeting, the researcher introduced the vocabulary mastery
3. using think pair share, students were asked to think one adjective and then find a partner after that share the word to whole students in the class.
4. In the third meeting, the researcher introduced the vocabulary mastery using think pair share, students were asked to think one noun and then find a partner after that share the word to whole students in the class.
5. In the fourth meeting, the researcher introduced the vocabulary mastery using think pair share, students were asked to think one adverb and then find a partner after that share the word with whole students in the class.
 - a. Every meeting, the researcher administers the treatment, and each material has a 90-minute time limit (2 X 45 minutes). The following were the steps in using think pair share to teach vocabulary:
 - b. The researcher wished the pupils well.
 - c. The researcher went over the list of students' names in class.
 - d. Before teaching the material, the researcher offered each student a motive.
 - e. The researcher described his learning strategy, in this case, using think pair share to teach students vocabulary.
 - f. The students were asked to come up with one term that linked to the issue.
 - g. The researcher offered an oral example of the material.
 - h. The researcher provided each student the opportunity to inquire about confusing content.
 - i. The researcher provided each student the opportunity to inquire about confusing content.

- j. Before explanation, the researcher instructed the students to present the results of the conversation.
- k. The presentation of the students was graded by the researcher.

FINDINGS

The results were obtained using a test that consisted of two parts: a pre-test and a post-test.

Tabel 4. 1 Pre-test and post-test percentage scores

No.	Classification	Score	Pre-test		Post-test	
			F	(%)	F	(%)
1	Very Good	86-100	0	0	1	4,1
2	Good	71-85	0	0	5	20,8
3	Average	56-70	1	4,1	11	45,8
4	Poor	41-55	3	12,5	3	12,5
5	Very Poor	0-40	20	83,3	4	16,6
Total			24	100	24	100

According to the table above, the majority of students in the pre-test received a very poor classification, with 20 (83.3%) receiving a very poor classification, 3 (12.5%) receiving a poor classification, 1 (4.1%) receiving an average classification, 0 (0%) receiving a good classification, and 0 (0%) receiving a very good classification, and the majority of students receiving an average classification in the post-test. 4 (16,6%) students were classified as extremely poor, 3 (12,5%) students were classified as very poor, 11 (45,8%) students were classified as average, 5 (20,8%) students were classified as good, and 1 (4,1%) student was classified as very good. The pre-test result did not match the researcher's expectations, but the researcher noticed an improvement in the post-test, even though pupils did not receive a fair categorization. According to the findings, pupils' achievement improved when they were taught to think, pair, and share.

Table 4.2. The mean score and standard deviation of the student's pre-test and post-test

Table 4.2 reveals that the students' post-test (60.00) good categorization mean score was higher than their pre-test (25.91). The pupils who were taught utilizing the think, pair, and share categories improved, according to the average classification.

No	Variable	Mean score	Standard deviation
1.	Pretest	25.91	15.55
2.	Post-test	60.00	18.99

DISCUSSION

The students' vocabulary knowledge increased following the therapy employing think, pair, and share with procedure text, according to the description of the data acquired through the test as mentioned in the preceding section. It was demonstrated by the fact that the mean post-test score was greater than the mean pre-test score (60.00>25.91). It progressed from a decent level to a very good level.

a. The post-test score also showed that there was an improvement in vocabulary mastery scoring as the effect of the use of procedure text. The fact that the mean score improved from pre-test to post-test backed up this theory. Content's average score increased from 25.91 to 60.00. In addition, the vocabulary understanding of students in the pre-test and post-test following the therapy was substantially different, with students who utilized think, pair, and share scoring higher in the post-test. It was backed up by the fact that the mean score improved from pre-test to post-test. The average content score

increased from 25.91 to 60.00. It was supported by the difference between the mean score of post-test (60.00) was higher than the pre-test (25.91).

b. According to the findings, using the words "think," "pair," and "share" dramatically increased the pupils' vocabulary mastery. Although utilizing think, pair, and share to increase students' vocabulary knowledge was effective, employing think, pair, and share in the learning process had a better effect than using a traditional strategy.

c. The students' scores improved from pre-test to post-test after three sessions of therapy. The mean post-test score was (60.00). The findings in the preceding section revealed that using think pair and share to enhance students' vocabulary was beneficial. It is corroborated by the fact that the post-test mean score (60.00) was greater than the pre-test mean score (25.91). The mean score of the students in the post-test was higher than the mean score of the students in the pre-test. It means that the score of students was increased after using the procedure text think, pair, and share learning model.

d. The researcher employed the t-test in inferential statistics with the SPSS version 21.0 program to test the hypothesis based on the students' results, as mentioned in the findings above. According to the statistics test results, the t-table (2.069 15.112) is less than the t-test (2.069 15.112). It means that H^1 was accepted and H^0 was rejected. It is concluded that there was a significant improvement between students in vocabulary. It means that the student's vocabulary to the second year students is better than before being taught through using procedure text think, pair and share learning model in MA YMPI Rappang.

e. Based on the statistic some research finding above, it concluded there was a significant difference in results between pre-test and post-test in vocabulary mastery. In other words, the vocabulary knowledge of MA YMPI Rappang

second-year students improved after employing the think-pair-share approach of learning.

CONCLUSION

Based on the explanation, the researcher concludes that teaching vocabulary to MA YMPI Rappang students using the Think, Pair, Share learning technique enhanced students' vocabulary acquisition. It was demonstrated by the fact that the mean post-test score was higher (60.00) than the mean pre-test score (25.91).

It shows that using think pairs to enhance students' vocabulary mastery is helpful. According to the findings of the study, the Think, Pair, Share learning paradigm can assist students in improving their vocabulary knowledge based on the t-test results.

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Author Profile

The researcher, Syahrir L., was born in Lautang Salo (Sidenreng Rappang) on May 2nd 1987. He is the lastest child of Lauda and Saniba. He got his first educations at SD Negeri 4 Macorawalie (1999). Then he continued his study at Boarding School Al Urwatul Wutsqaa Benteng (2002). When he finished, he continued to Rijang until graduated in 2005. In 2011 He was accepted in English Education Program of STKIP Muhammadiyah Rappang. He was involved in some activities and organizations in out of college such as English seminar, TOEFL try out, English Course, English Student Association (ESA) of STKIP Muhammadiyah Rappang, Muhammadiyah Student Association (IMM) Office of the Commisioner Leadership of STKIP Muhammadiyah Rappa Badan Eksekutif Mahasiswa (BEM) of STKIP Muhammadiyah Rappang, Muhammadiyah Student Association (IMM) Branch Board Sidenreng Rappang.